

For the Louisville Sunday Freeman.

Mrs. Editors: A communication in last Sunday's paper, describing a telegram viewing a supposed forgotten rhyme of former years. I accordingly sought, and having read them once more, for my own satisfaction, find, that you think they will interest anybody, they are at your service for Sunday.

W. L. D.

PROGNOSIS OF THE SKIES.

The rich, golden age of the pastures days, And the pure silver age to come our care, But to us the golden is in vapor or smoke Till the powers of darkness are all overthrown.

Till the bright diamond is set—the sun

Will be lighted for you, and, if

these stars are not for you, and, if

you think they will interest anybody, they

are at your service for Sunday.

W. L. D.

may be added his knowledge of the science of music and his ability as a leader and teacher in this important department of education.

Mr. W. is a graduate of old Bowdoin college, and honors his alma mater, both as a scholar and a gentleman.

On account of absence from the city at the time of the returns from the Principals of the schools, we failed to publish the following:

STATISTICS OF THE PUBLIC SCHOOLS OF LOUISVILLE FOR DECEMBER, 1867.

THE ALASKA APPROPRIATION BILL.

Inquest at a Foundling Hospital.

Excitement in the Georgia Convention.

ST. THOMAS NOT YET TRANSFERRED.

THE REVOLUTION IN VENEZUELA.

LATE EUROPEAN INTELLIGENCE.

Insurrectionary Movement in Spain.

Austrian Army to take the Field.

THE BRITISH ABYSSINIAN EXPEDITION.

FALLS GROW FROM LITTLE ACORNS.

At the re-creation of a class of little "Primaries" one day last week, at Mrs. Chase's Select School, on First street, the word *acorn* was a tough one to spell, and the teacher, in order to impress it upon their minds, asked them to write or print any thoughts suggested by the word. In a few moments, little "*Mein's*" had nicely printed: "There are a great many kinds of acorns; the heart-ache, the headache, tooth-ache, all the others." I am sure, I think the next time is the time when we shall be in earnest for the *mein's*. Both hands flowers and fruits shall be seen at all times.

And when the world will enjoy the most general of climates.

Man shall be relieved from the curse of the fall.

Since the elements labor, subserve him,

and the sun, the moon, the stars, the wind,

The thunderbird, whirlwind, tornado, in wrath

With the orient breathes on the day—

When the moon hangs high on its axis, revives,

Its long-hidden power, and makes the day

shorter, and, at last, it shall fly.

And its place pantomime is the sky;

When he rises to Saturne's circle the world,

And Saturne in fragments through space shall be hurled.

And the stars meet where at first they diverged,

And all shall again be made to move—

When the sun again shall be named to move.

We shall be as pole-star the dog-star the heaven—

The comets move now as they jostle the earth,

Giving commands new, and new principles, birth;

Then mountains and valleys no more shall be;

And seas shall have dominion over land,

And the world no longer remain;

And one shall hold the world in his hand,

And the world no longer remain.

Now is all over, its teachers have cast off—

Honesty vermin yield up their functions well pleased.

A. D. 1867.

EDUCATIONAL DEPARTMENT.

(Under this heading such thoughts, statistics, facts and items of news are submitted to interest the friends of education in our city and State, will be inserted weekly in the Sunday Democrat. Brief Items of this kind are solicited from the readers of the paper, and are to be sent to Mr. G. C. Chase, Box 900, Louisville Postoffice.)

TEACH EXPRESSION.

Teach children to express their thoughts in language, even in the lowest grades of school.

This can successfully be done with tact and patience on the part of the teacher.

Let the young teacher select some words,

the name of an object, a process, an emotion or a sensation, and talk about it with the little pupils for a few moments, asking questions as well as giving information, and then request them to write such thoughts as they may have; the result of the exercise will be quite surprising.

There is no exercise that will be more useful in teaching orthography and proper expression.

The understanding and use of language is of prime necessity to the child. His progress in knowledge depends upon it.

If more time were devoted to the cultivation of expression, and the meaning and force of language in our primary and intermediate grades, progress in the grammar and high schools would be much more rapid and satisfactory.

While the understanding of the graded courses of study in our public schools is exciting the attention of our committee on course of study and the principals of the schools, let us not forget that it is the opinion of those who have had the longest and most successful experience as educators, that more time ought to be devoted to the study of language, even in a very small number, have been experienced in, and found to be well founded, in the opinion that "our schools are defective in Arithmetic."

This is not only in the case of Arithmetic—but not less so, but the child may be cramped and disgusted with the teaching of Grammar at twelve years of age.

Herbert Spencer speaks emphatically of grammar, and would consider it "teaching grammar to children"; and Professor Youmans says "the usual school practice of thrusting the young into the Grammar, even of their native tongue, is well known to be one of the most effectual means of the artificial production of stupidity."

Another eminent educator says: "Grammar is the science of language; and in following the process of nature, neither individuals nor nations arrive at the sciences first. A language is spoken and poetry and art before grammar."

Grammar is even thought of. Therefore, as Grammar was made after language, it ought to be taught after language.

We merely throw out these views, believing that if they are not sound, some of our intelligent readers will set us right in a communication next Sunday.

H. K. POSEY,

Chairman County Committee.

MADISON COUNTY.

The Democratic central committee, of which Mr. Henry K. Roberts, in consequence of ill-health, is obliged to suspend his labors as principal of the Portland school until he shall recover his wonted vigor and energy. No teacher can labor more faithfully and successfully than Mr. Roberts. His health has been, we are sorry to learn, impaired by such devotion to the duties of his position. A season of rest and recreation, however, will undoubtedly, be all that is necessary to his convalescence.

We are sorry to hear that he will be able to return to his chosen work. Under his administration the Portland school has enjoyed an enviable reputation. This is a high encomium, when it is remembered that he was the successor of his father, Major George E. Roberts, one of the most enthusiastic and able instructors that ever taught in the schools of Louisville.

Mr. E. F. Roberts, Principal of the Ninth ward school, until the recovery of his brother, and Mr. W. H. Hubbard has been appointed as Principal of the Ninth ward school.

Mrs. S. D. Waterman, formerly Principal of the Eleventh ward school, and more recently Professor in the Salem college, has resigned the latter position and will take charge of the seminary at Lexington, Ky.

We are most heartily congratulate the people of B. on the prospect of having a first-class school.

Mr. Waterman was very successful as a teacher.

To his other qualifications as a teacher

may be added his knowledge of the science of music and his ability as a leader and teacher in this important department of education.

Mr. W. is a graduate of old Bowdoin college, and honors his alma mater, both as a scholar and a gentleman.

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REGULAR THURSDAY PACKETS

For Clarksville and Nashville.

SHARON COUNTY.

There will be a meeting of the Democratic county committee, at the courthouse in Cynthiana, on Monday, February 10, 1868, to adjourn to the State convention, to be held in Frankfort on the 22nd of February.

The Democrat of Madison, a unit

of the State, is to be present.

E. J. CAMPION, Agent.

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